

HKUGA PRIMARY SCHOOL

ANNUAL REPORT

2008 - 2009



HKUGA Primary School Annual Report 2008/09

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1 Our School

1.1 *The School Background*

HKUGA Primary School is a direct subsidized primary school founded by the Hong Kong University Graduates Association Education Foundation (HKUGAEF) since 2002. The HKUGAEF is a registered non-profit organisation. It is funded by members of Hong Kong University Graduates Association, graduates of University of Hong Kong and other members of society, and is run by an appointed management committee. The Foundation's objective is to promote the development of education in Hong Kong, and its first project is the establishment of HKUGA Primary School.

As a DSS school, new models of school management, curriculum framework, student development and staff development have been set up. The School is now in its sixth year, it has 26 classes from P1 to P6. There are a total of 789 students and 65 teaching staff. HKUGA College has also been set up in 2005 in Hong Kong South, to provide a 'through-train' education for the graduates of the Primary School.

1.2 *The School Vision*

We believe that education is one of the most important driving force in shaping the future development of Hong Kong in the era of knowledge economy. Foundation Education is the basis from where the child will continue to flourish and develop, so the vision of the Hong Kong University Graduates Association Education Foundation is to set up a new model of quality school in Hong Kong. The essence of the School is quality-focused and life-enhancing, and the vision of the School is to become one of the leading primary schools in Hong Kong and China.

1.3 *The School Mission*

Our School mission is to:

- Nurture lively, inquiring, discerning creative and caring students.
- Develop visionary, caring, innovative, professional teachers.
- Contribute to the Education Reforms in Hong Kong.

We firmly believe that the success of our School lies in achieving these guiding principles as **the Four Cornerstones of the School**:

- Integration of Passion and Professionalism.
- Integration of the Eastern and Western Cultures.
- Integration of the School and Family.
- Integration of the School and Community.

1.4 Core Values

In pursuit of our goals, we hold certain core values towards our stakeholders.

- We value each student as an individual.
- We value our teachers as professionals.
- We value parents as our partners.
- We value our school as a learning organization.
- We value the community as our support.
- We care for the environment.
- We value innovation and knowledge.
- We respect laws and standards.

1.5 Our Commitments

To Our Students

We nurture lively, inquiring, discerning, creative and caring students so that:

- They are happy and positive with self-respect and self-confidence, and that they accept challenges in growth and development.
- They are passionate about life and know how to take care of themselves, their family, their community, their nation, and the world.
- They have team spirit, show acceptance, are co-operative, and have leadership skills.
- They are healthy, with good habits and enjoy sports activities.
- They have a solid language foundation in English, Putonghua, and Cantonese, and develop good reading habits.
- They love learning and exploring in order to develop an intellectual curiosity and have a broad general knowledge.
- They know how to learn, and are able to think and solve problems independently.
- They are creative, and show interests in arts, music, literature, sciences, or sports.

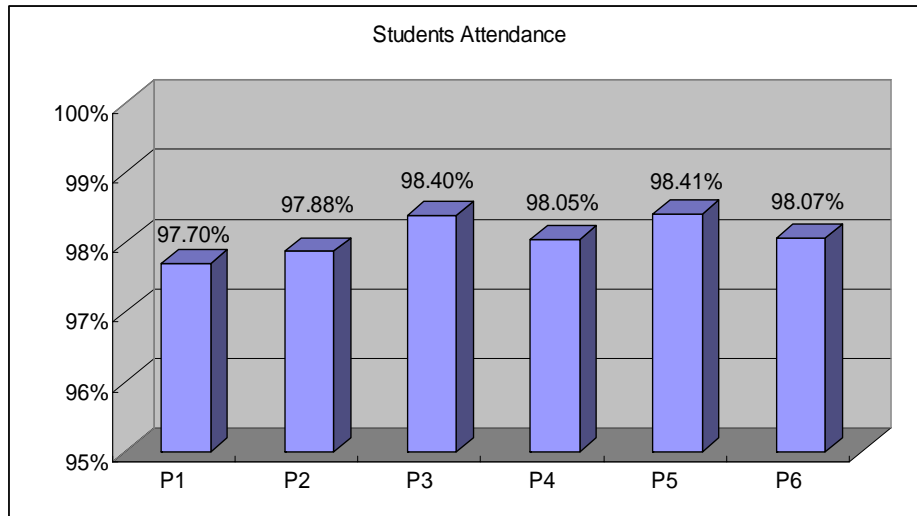
To Our Teachers

Our teachers are visionary, caring, professional and innovative.

- They care for children and love their work.
- They are sincere, can communicate effectively and enjoy working together.
- They are fully qualified, coming from different cultures and backgrounds and share the vision with the School.
- The School will foster an atmosphere of respect, trust and mutual understanding through open two-way communication, positive encouragement and the involvement of the staff in formulating the School's policies.
- Our School will provide opportunities for learning, professional and career development.
- There are objective performance assessments and decisions with clearly articulated performance goals and expectations.
- There is recognition and rewards for excellence as individuals and as a team.

1.6 Our Students

Students Attendance



Students' Withdrawal

Reason	Number
Study in another school	13
Emigration	4
Study aboard	0
Others	1
Total	18 (2.54%)

Class Organization

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Classes	4	4	4	4	4	4	24
Boys	62	59	62	60	66	64	373
Girls	48	51	65	54	56	62	336
Total Enrolment	110	110	127	114	122	126	709

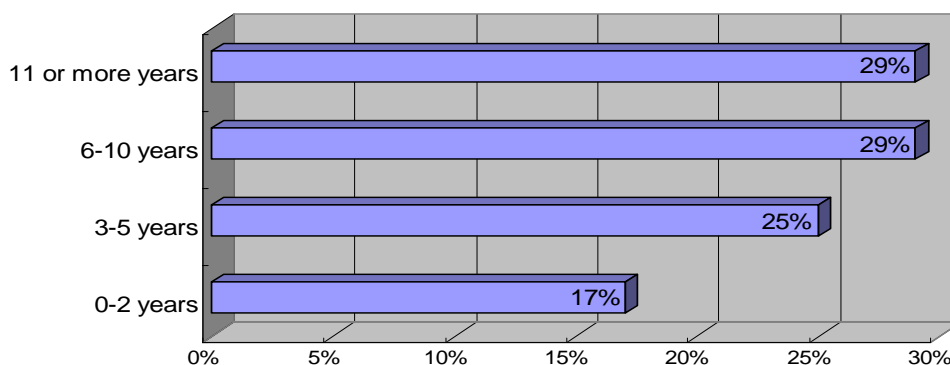
1.7 Our Teachers

Manpower

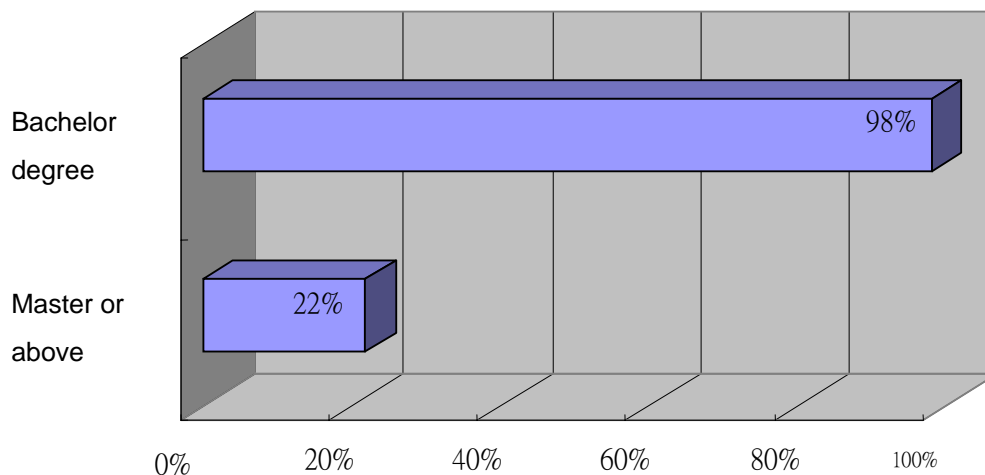
Full Team	
Category	Number
Teaching Staff	64
ELA Instructors	23
Administrative Staff	14
Total	101

Teaching Staff	
Post	Number
Teachers (Full-time)	52
Teachers (Part-time)	6
Teaching Assistants	5
Librarian	1
Total	64

Teachers' Experience (except Assistant Teacher/Teaching Assistant)



Teachers' Qualifications (except Assistant Teacher/Teaching Assistant)



2 Achievements and Reflection on Major Concerns

2.1 Priority 1: To optimize the quality of school curriculum

1.1 Advance the school-based curriculum

1.2 Promote interactive and independent learning

1.3 Catering for learners' diversity

1.1 Advance the school-based curriculum

Achievements

1. Review and refine the module and PSE curriculum framework.

Module Curriculum Framework

- The module curriculum of different Key Learning Areas have been refined, the details are as follow:

Chinese	Cultural modules have been refined.
English	KLA (reading, writing, speaking, grammar and phonics) framework has been developed. Module framework is formulated.
General Studies	The Community Service (CS) module has been refined, and it displayed a spiral development of skills and values.
Physical Education	Quality assurance and lesson observation is enhanced.
Music	Chinese music elements have been added in the curriculum.
Visual Art	The linkage between the KLA & module curriculum is enhanced. The skill-based module curriculum could support students' learning in KLA.

PSE Curriculum Framework

- The PSE curriculum is reviewed and refined; In this school year, the four main themes of PSE lessons are directly related to the school major concern "I can do it" under three sub main themes "Manner", "Commitment", "Service and Leadership" distributed in three terms.
- Life Education Team has tried the work closely with D&G team on setting the PSE tasks.
- Guidelines of how to conduct PSE lessons have been set up for all for all class teachers.
- 81.58% of the teachers agree that the PSE lessons are helpful for students' personal growth.
- From the final check up on 21st May, we can see that most of the students (92%) made efforts on accomplishing the task sheets of PSE.

2. Further coordination and collaboration of different subjects.

- Integration curriculum prepares student for lifelong learning. Further coordination and collaboration of different subjects aimed to bring various aspects of the curriculum together into meaningful association to focus upon broad areas of study, thus learning and teaching is viewed in a holistic way and reflected the real world. Various curriculum integration programmes and interdisciplinary projects are designed, and the details is as follow:

Year Level	No. of curriculum integration programmes	Subjects involved
P.1	4	Chi, Eng, Math, G.S., V.A. and P.E.
P.2	3	Chi, Eng, Math, G.S. and Drama
P.3	3	Chi, Eng, Math, G.S., V.A. and P.E.
P.4	3	Chi, Eng, Math, G.S., V.A., P.E. and Music
P.5	2	Chi, Eng, Math, G.S. and V.A.
P.6	3	Chi, Eng, Math, G.S., V.A. and Drama

- A range of life-wide learning activities, such as field trips, site-visits, exhibitions and seminars, were organized to enrich the learning experience during curriculum integration.
- Trans-disciplinary curriculum integration programs (P1-P5) were formulated, but they were unfortunately cancelled due to class suspension.

3. Implementation of bridging strategies to enhance students' preparation for study at college.

- To prepare students for study at college, the bridging strategies emphasized on the strengthening of language skills, independent learning skills and inquiry learning strategies. It was implemented in Primary 6 of General Studies. All learning materials and assignments were bilingually designed in Term 2, and the Medium of Instruction is switched to English in Term 3. Generally, most of the students learned well in EMI environment and students were willing to use English to communicate in the lesson.
- The Primary Six General Studies teachers used inquiry-based learning approach to facilitate students' learning, the learning tasks are designed to help students to develop problem-solving skills and build knowledge, it also facilitated in-depth understanding.
- Plenty of learning resources were developed and uploaded to e-class to support students' independent learning. Unit outline, project guidelines and self-assessment rubrics were provided to encourage students to manage their learning journey.
- All P6 students were guided to complete a self-directed community service project before graduation.

4. Develop students' international perspectives

- Students' cultural experiences and international perspectives were enhanced through:
 - Incorporating global issues and related learning activities into the English, GS, VA and Music curricular.
 - organization of whole school events, such as English Carnival, Chinese New Year and Culture Day (春節文化日) and discussion of current global affairs in the school campus (e.g. election of US president, outbreak of Swine flu).
 - arranging learning tours outside HK, e.g. Yunnan & Spain.
 - learning collectively with Canadian students through Knowledge Forum and videoconferencing. Our students are nominated to participate in "Tomorrow's Innovators" in Spain, it is a learning programme that jointly organized by Association for Teacher Education in Europe, Cataluña Education Ministry, University of Toronto, Laval University, University of Hong Kong.

5. Use of more open-ended tasks and questions in learning and teaching.

- According to the teacher survey, 68% of the teachers agree that open-ended tasks and questions are more frequently used in their learning and teaching.

Reflection

- The content of PSE curriculum is rich, the aim and design are very good; one of the reasons is that a lot of teachers worked as a team to have put in much effort to develop the lessons, in order to help students' personal and social development. It is suggested that the implementation process and the length of each lesson could be reviewed due to the limited and tight time schedule. Moreover, it is suggested that the format of lessons could be more flexible; a better variety of students' deliverables could be expected, and marking guidelines could be developed so that all teachers share the same expectations and criteria. It is also suggested that teachers can use current affairs and global issues that are more related to the students as stimulation for ethical and value education.
- It is suggested that the school could have a better coordination among different subjects so that more life-wide learning opportunities could be arranged for students to learn in real contexts and authentic settings through experiential learning.

- Overseas learning tours and programmes are organized successfully to widen students' horizon and international perspectives. It is suggested more students could be participated, and we still need to explore how to make the learning tours and programmes more affordable by most parents. Besides, more multi-cultural elements could be incorporated into the curriculum and more opportunities for students to interact with students and adults from different races could also help to nurture students' international perspectives.
- Generally, most of the students learned well in EMI environment, and they were willing to use English to communicate in lesson. However, students' participation in discussion, questioning and answering was slightly affected, about 10% of students in each class displayed difficulties in adapting to EMI environment.
- The primary school adjusted the MOI and curriculum to bridge to College. It is suggested the more opportunities could be provided to enhance the communication between Colleague and the primary students' parents. It is also suggested that an interface platform could be established to enhance the communication between Primary school and College, so that the curriculum documents, lesson plans, etc could be accessed by both the primary school teachers and college teachers.
- Although open ended task and questions are more frequently used in learning and teaching design, it is suggested that teachers could focus on using open ended tasks and questions to facilitate students' thinking and promote autonomy learning, and it is also suggested that teachers could explore how open ended questions could lead to high engagement and deep investment in learning during the co-planning session and lesson observation.

1.2 Promote interactive and independent learning

Achievements

1. Further development of the Best Work Portfolio

- Workshops aimed to help students and teachers under the way to set goals, select best work and reflect on learning were organized.
- Goal setting sheet, reflection sheet, and explanatory notes were redesigned to fit the needs of different subjects.
- "Tailor-made" explanatory notes (Chi, Eng, Math and GS) were provided for P3 students. More guidelines were also given so as to help them learn how to select their best works and reflect on their learning journey.
- As a pilot scheme, additional training workshops were provided for a few classes to help students learn how to prepare for the student-led conference.

- Effectiveness and efficiency in implementation of best work portfolios were raised by changing from class teacher assisted approach to subject teacher assisted approach.

2. Further development of E-platform and CSCI tools

- Plenty of self-learning packages and resources were prepared and provided in e-Class, including:
 - Links to Websites
 - *reference / information related to teaching topics*
 - *ebook, e.g. software using steps demo*
 - *teaching-aid software, e.g. rotational 3D figures demo*
 - *learning games linking, e.g. small campus*
 - Online exercises
 - *Teachers used eClass, Hot-Potato or other software to create exercises for students to finish online.*
 - Offline exercises
 - *Teachers made Word or PDF format exercises and posted in our intranet.*
 - Exercises provided by other outsource platforms (e.g. Planetii Math exercise)

Subjects	No of Learning files (Items)	No of WebPages (Items)
Chinese	372	77
English	44	125
Mathematics	115	47
General Studies	69	270
Physical Education	2	6
Music	-	21
Visual Art	5	17
Drama	6	6
Dance	-	4
Information Technology	-	5
Total	613	578

- Promoting the use of WiseNews: a one-year free account was opened for each student and teacher in our school.
- Knowledge Forum was used in P6 GS classes to encourage theory building through interactive on-line discussion with peers. An international project component was added for a group of bright students in P5 and P6 to interact with Quebec students on the learning of a common topic.

Reflection

- It is suggested that coordination between CDC and PSDG could be stronger for the implementation of goal-setting and reflection activities, and it is suggested that the time and frequency of setting goals and portfolio making could be reviewed.
- Guidelines for setting goals are clear, however, it is suggested that more support could be provided to the class teachers to guide students for preparing their student-led conference.
- One of the major purposes of doing best work portfolio is to develop students' meta-cognitive capability. More training and guidelines for teachers could be provided to help them grasp effective ways of achieving it in daily learning and teaching.
- The best work portfolios could be digitized in order to record better variety of the continuous developmental experiences of the student. The qualitative information could provide reference for students, parents, and subject teachers, as well as for the school, to have a more accurate mastery of student's development in knowledge, ability and affective aspect.
- Some elementary workshops for junior students and parents could be provided to help them to access e-resource. On the other hand, it is suggested that teachers could equip students with the skills of selecting proper and useful resources.
- More opportunities and training for teachers could be provided to help them to have better understanding in Knowledge Building pedagogies, so that teachers could implement it into their learning and teaching designs.

1.3 Catering for Learners' Diversity**Achievements****1. Design of school-based gifted programmes to cater for the gifted children in different areas.**

- Extended Learning Activities for the gifted and talented students are developed in each subject. Mentorship scheme is to be arranged in the ELAs for the gifted.
- School-based professional development workshops on development of the Individualized Education Plan for teachers were held, in which 89% participants agreed that IEP Workshops 1 & 2 were able to facilitate them to cater for the learning needs of SEN students and learn more about support for gifted students.

2. Set up a systematic mechanism to help teachers identify the gifted students in their classes.

- Talent pool is established. A total of 40 students, based on nominations from parents and teachers and advice from EP service, have been identified and placed in the talent pool.

3. Use of external professional organizations to provide programs for the gifted students.

- Gifted programmes held by CUHK were recommended to identify gifted students when appropriate.
- A total of 15 students from P1-P6 joined the ELA for the gifted programme “成就盡展樂資優”. Majority of the participants agreed that the programme was able to develop their talent and enhance their emotional control and social skills.

4. Strengthen support to the weaker students as well as the students with SEN.

- Chinese, English and Math remedial classes were provided throughout the year.
- Weaker learners, who failed in Summative Assessment and had not been nominated to attend the remedial classes, were supported by other resources, e.g. teachers and community resources such as HKIS Support Program.
- With the support from the SEN committee, CDC has developed the “Policy of Assessment Accommodation for SEN Learners”.
- Workshops have been organized to SEN and gifted learners.
- Workshops have been organized to teachers on providing IEP to SEN learners.

Reflection

- Mentorship scheme is to be arranged in the ELAs for regular mentor-mentee meetings. It is suggested that class teachers or subject teachers could be assigned as mentors to ensure mentors’ adequate understanding of students, and more trainings could be to be provided for mentors & teachers in developing gifted students. Besides, class teachers could be kept posted with the program content and the progress of students. Moreover, it is suggested that higher frequency of Ed Psychologist’s visits and more support from the Ed Psychologist is recommended.
- It is suggested that the mentorship scheme could be launched in Term 1 next year, instead of Term 2, leveraging the nominations made this year based on the understanding of students’ characters, strengths and weaknesses.

- The talented pool is successfully established, and it is suggested that more collaboration with professionals could help to improve the nomination process for more effective identification of gifted students.
- Generally, appropriate gifted programmes were recommended to the gifted students, however, it is suggested better communication among the class teacher, subject teacher and the committee could help to keep track of the participants' learning progress. Besides, continuous exploration of appropriate external organizations is suggested to facilitate the development of gifted students, e.g. Hong Kong Academy for Gifted Education.
- The gifted programme is successfully developed, and it could help the gifted students to develop their talent and enhance their emotional control and social skills, however, apart from emotional and social skill training, it is suggested that more work on developing students' potential and talents can be introduced.
- In 2008-09, nomination for remedial classes started after the student report cards had been prepared. Next year, we could start the nomination once the P3- P6 teachers have input marks into the SGRS system, so that the remedial class program can be lengthened.
- This year, we provided a range of activities to cater for the needs of gifted learners. However, we need to manage and evaluate these programmes, in particularly the extended learning activities, in a more systematical way. During this summer holiday, CDO and the ELA coordinator are revising and re-organizing ELAs (for gifted education) by taking the MI (multiple intelligences) approach, so as to better plan and prepare for next year's curriculum.

2.2 Priority 2: To enhance the learning community

- 2.1. Teachers**
- 2.2. Students**
- 2.3. Parents**

2.1 To enhance the learning community (Teachers)									
Achievements									
<p>1. Staff development, including school-based and subject-based programs, is provided to enhance the quality of learning and teaching.</p> <ul style="list-style-type: none"> • School-based teachers’ professional development programs were provided for teachers with the aim to enhance their professionalism, and foster team building. Besides, subject departments provided subject-based professional workshops. Teachers could also take part in seminars and training offered by the EDB or other institutions, as well as in their own department’s professional development programme. A culture that favours mutual sharing and learning has been established through teacher self-reflection, co-teaching, collaborative lesson planning, peer observation and focused lesson observation. Teachers’ capacity is enhanced consequently. According to the EDB Teacher Survey, 82.6% of the total teaching staff agreed that the school has developed an ambience of professional interflow; 87% of the total teaching staff agreed that co-planning could enhance their own quality of learning and teaching; and 89.1% of the teaching staff agreed that working at the school could enhance their own professional development. The details of the staff development programmes are as follow: <ul style="list-style-type: none"> ▪ A few days were allocated during summer as preschool planning days for teachers’ professional development. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Date</th> <th style="text-align: center;">Name of Event / Activity</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">20 Aug, 08</td> <td>Orientation for New Teachers Mentors and New Teachers’ Meeting</td> </tr> <tr> <td style="text-align: center;">21 Aug, 08</td> <td>Professional Development Workshop for New Teachers - Cooperative Learning and Differentiation - Orientation to the Department and Subject Teaching</td> </tr> <tr> <td style="text-align: center;">26 Aug, 08</td> <td>Staff Development Workshop - Identifying, Understanding and Developing Gifted Children - Class Building</td> </tr> </tbody> </table> ▪ Two mentoring workshops were organized on 12 Sep 08 and 4 Feb 09 for new teachers was arranged to support new teachers adapting to the school. 		Date	Name of Event / Activity	20 Aug, 08	Orientation for New Teachers Mentors and New Teachers’ Meeting	21 Aug, 08	Professional Development Workshop for New Teachers - Cooperative Learning and Differentiation - Orientation to the Department and Subject Teaching	26 Aug, 08	Staff Development Workshop - Identifying, Understanding and Developing Gifted Children - Class Building
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26 Aug, 08	Staff Development Workshop - Identifying, Understanding and Developing Gifted Children - Class Building								

- During the school year, three staff development days (whole-day sessions) as well as a Team Building Day were organized for all teachers. Details are as follow:

Date	Name of Event / Activity
30-31 Oct, 08	Staff Development and Team Building Camp <ul style="list-style-type: none"> - To foster an understanding of self and others for full development and achieving harmonious team relationships through the study of Enneagram. - To promote mutual understanding and sharing among colleagues.
14 Jan, 09	Staff Development Day <ul style="list-style-type: none"> - Applying Differentiation Strategies to enhance the learning of gifted students in the classroom - Cultivating a Harmonious and Caring School through Positive Discipline
31 Mar, 09	Visit to Pui Kiu College

- There were two staff development workshops held after school for all teachers (normally 1-1.5 hours' events arranged after school on Fridays when students have early release), and 2 school-based IEP workshops (by Educational Psychologist) were organized for the SEN team and the teachers who are interested.

Date	Name of Event / Activity
19 Sep, 08	Staff Development Workshop <ul style="list-style-type: none"> - Leading by Example - Sharing Good Practices of Class Building Activities
24 Feb, 09	Wise News Workshop
20 Mar, 09	Learning and Teaching Banquet (Good practices sharing)
24 Apr, 09	1st Workshop on Individual Educational Plan (IEP)
5 Jun, 09	2nd Workshop on Individual Education Plan (IEP)

- During the school year, subject-based workshops were held during the school year.

Subject	Name of Event / Activity
Chinese	中文科教師工作坊(一)：歷程寫作 中文科教師工作坊(二)：閱讀策略 中文科教師工作坊(三)：創意教學
English	English Team Development Workshop - Education for Gifted Children.
Mathematics	Mainland-Hong Kong Teachers Exchange and Collaboration Programme, 建立數學科學習社群協作計劃 2008

2. Promotion of focused lesson observation and collaborative reflection.

- Different subject departments have carried out focused lesson observation and collaborative reflection with the aim of increasing teaching and learning effectiveness, and endowing teachers with reflective work habits and skills to enhance overall staff professional development.
- Before the focused lesson observation session taken place, the teacher being observed would have the lesson plan and materials ready for the observers’ reference. A pre-lesson briefing, discussion, and post-lesson reflection are carried out.
- Subject teachers have made use of the co-planning time to carry out post lesson evaluation and reflection. Such as discussion and analysis of students’ performance, sharing from lesson observation, etc. Follow up actions have also been taken place.
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3. Encourage “Open class” to further promote staff development and sharing of good practices.

- The school requests each subject department to carry out at least one “open class” session in order to promote professional exchange and sharing. 14 “open classes” lesson were carried out. According to the School-based Teacher Survey, 74% of the teachers agreed that “open class” could enhance their professional development.

Subject	No. of Open Classes
Chinese	2
English	1
Math	1
General Studies	3
Integrated Arts	6
Physical Education	1
Total	14

4. Provide relevant professional development programme to enhance middle manager’s professional competence.

- To develop the senior and the middle management, suitable forums and sharing sessions organized by external organizations have been recommended and attended by the Senior Teachers and Subject Panel heads. They could make

use of the professional development allowance to receive half reimbursement of the course fee. Details are as follow:

Date	Name of Event / Activity
7 Apr, 09	DISCUS for middle management (by HKBU) - 3 senior teachers and 3 panel heads
6 Nov, 09	Forum on Life Education (by HKIED) - 1 senior teacher and 1 teacher

- Besides, 3 school visits were arranged for the top management (Principal and Vice Principals) for professional exchange as well.

Date	Name of school
8 May, 09	St. Paul's Co-educational College
15 May, 09	Yew Chung International School
19 May, 09	Diocesan Boy's School

- The School also sent teachers to attend international conferences, workshops overseas or have exchange visit outside Hong Kong for professional development purposes. These included:

Date	Name of Event / Activity
Dec 08 – Jan 09	北京國情班 (專業教師發展 – 清華國情證書班) (1 teacher)
Aug 08	Summer Institute 2008 (Knowledge Building) (1 Vice Principal)

5. Further develop and refine the mentorship system to support new teachers and enhance the quality of their teaching

- 2 Orientation sessions, 1 professional development workshop with the focus on class building, 2 mentoring workshops plus the mentor-mentee meetings, lesson observation sessions are arranged to support new teachers adapting to the school, as well as to enhance the quality of their teaching.

6. Others

- Besides, the school has successfully joined the Mainland-Hong Kong Teachers Exchange and Collaboration Programme. A Mathematic teacher from mainland has been allocated to the school for the whole school year to help the Mathematics teachers to develop higher order thinking in the Mathematics curriculum and promote effective collaborative lesson planning and class observation. Moreover, the school is collaborated with the Chinese University of Hong Kong (CUHK) to conduct a project on curriculum enhancement and learning community (建立數學科學習社群協作計劃 2008) with the Mathematics teachers.

Reflection

- Though the culture that favour mutual sharing and learning is established, it is suggested that the current system could be further refined, in order to allow flexibility to cater the different needs of new and experienced teachers. Building teacher’s Professional development resource bank to support teachers learning could be considered, e.g. lesson observation video record, lesson plans, reflections could be stored in the teachers’ server, a professional development resource bank is thus created, which shall help to facilitate sharing of teaching resources and improve teaching and learning effectiveness.
- We will further enhance the professional communities among teachers that support teacher learning through diverse experiences, such as broadening teacher’s professional horizons; providing more opportunities for teachers to participate in local and overseas seminars, workshops, exchange programmes, school visits, and interflow with teachers outside and teaching experts, etc. It is suggested that the professional development could take many different forms and employs various modes of engagement. In the year of 2009-2010, the professional development of our school will most like to include rich mix of resources, including a theoretical and philosophical base; a research base; and illustration of good practices.
- The “Gifted Education” has been brought out successfully in this year. The selection of teaching materials, learning activities and assessment processes basically are implemented based on the need and development of students. However, teachers need to master the concepts and strategies in order to fulfill the idea successfully. It is suggested that professional training for teachers is necessary to further develop teachers’ ability to carry out the approach, strategies learned from school-based workshops.
- It is suggested that the professional development of our school in the year of 2009-2010 could also emphasize on the development of the leadership in the middle level of management, to assist the team to reach consensus and be motivated.
- Though the school mentorship system is established successfully, it is suggested that more support or staff development could be given to the mentors on how to help with the new teachers. The role and responsibility of the mentors could be clearly stated. The system could be further improved by assigning mentors to support new teachers in different areas of work, such as class teacher job, and subject teaching, etc.
- We will follow up the above issues in the year of 2009-10 to further enhance the teaching and learning effectiveness, as well as student development.

2.2 To enhance the learning community (Students)

Achievements

1. Develop students with good manners and enhance student's sense of commitment.

Stakeholders, including teachers and parents, generally perceived that students' discipline, manners and commitment had improved. Informal feedback from PSDG team members, collected through staff meetings, year-level meetings and student development meetings, also shared the same impression. Such observations were further supported by findings from the quantitative surveys done towards the end of the school year:

- In the school-based survey ⁽¹⁾, parents' rating of "Life Education" increased from 6.69 to 7.21 ⁽²⁾; "Student Discipline / Manner" increased from 6.64 to 6.77 ⁽²⁾; "Personal Development" increased from 6.95 to 7.00 ⁽²⁾.
- In the teachers' survey ⁽³⁾, 65% of the teachers indicated perceived improvement of students' manners and commitment over the course of 08/09.

2. Organize Leadership Training Programme for students with leadership responsibilities (i.e. Monitors, Good brothers and Sisters, Librarians, etc.)

Leadership training that consisted of 4 sessions of training (3 workshops + 1 overnight camp) has been held for 40 selected P4-6 students. The training provided precious opportunities for students to enhance their self-management, communication skills and sense of responsibility / commitment through an engaging experience. All participating students agreed that the training programme helped improve their leadership skills.

3. Strengthen in-school and social service experience

- The Community Service Module curriculum has been refined to enhance the breadth and depth of learning through social service experience.
- All P6 students were guided to complete a self-directed project on serving a community group in the society, leveraging the skills and experiences earned during P2-P5.

4. Organize joint programme with external organization to provide students with service opportunities outside Hong Kong.

- A 4-day service trip to Yunnan has been held with support from Sowers Action and 3 sharing sessions have been organized after the trip.
- 14 students from P4 to P6 and their parents participated and all the participating students agreed that the programme was useful for their personal and social development.

Remarks:

⁽¹⁾ 548 responses from parents of P1-P6 students. Respondents were asked to rate the school's work in different areas on a 9-point scale. ⁽²⁾ From 07/08 to 08/09. ⁽³⁾ 38 responses from the teacher body.

Reflection

- It is suggested that more consistent messages could be sent across to students with regards to the expected behavioral objectives, and implementation of the disciplinary policy.
- The leadership training was successfully held to enhance students' self-management, communication skills and sense of responsibility, however, we still need to explore how to ensure the leadership training opportunities could be provided for all Good Brothers and Sisters (some of them opted not to take part as a result of the demanding training schedule), and it is suggested that additional leadership training opportunities could be incorporated to broaden students' choices.
- The community service module curriculum has been successfully refined to enhance the breath and depth of learning through social service experience, and GS Department would explore the possibility to establish an even stronger community network with the social organizations to enrich students' learning and servicing experience.
- Next year's community service experience will be planned to facilitate students in the following areas:
 1. Understanding the needs and situations of different social groups/ parties
 2. Experiencing different social group's daily life
 3. Living with different social groups
- The 4-day service trip to Yunnan was successfully held, and generally, it was useful for the students' personal and social development, however, the participation was **limited to a very few number of families due to logistic constraints**.

2.3 To enhance the learning community (Parents)**Achievements****1. Strengthen the parent education programmes.**

- With the keen supports from PTA, 3 “Parent Academy” and 4 “Relax-2-Hr” parents’ experience sharing sessions have been held with attendance topping 600 parents from more than 500 families.
- 53% parents participated in Parents Activities, and over 85% of the participating parents are pleased with the programmes.
- In the parents’ survey, 55% of the parents agree that they actively participate in the activities organized by the school and/or parent-teacher association, which is a critical boost from last year’s 44%.

2. Involve parents in school programmes that promote student learning and development.

- 246 parent volunteers are involved in the programmes.
- Parents are considered as a great and valuable human resource and one of the critical elements in many school functions such as Chinese Culture Day, English Carnival, Sports Day, Love & Caring Day, and General Studies Outing, and English Reading group, etc.

Reflection

- Seminars/Workshops for parents are well organized with varieties; especially different time slots are available, and the coordination is highly effective and the enthusiasm of the PTA is great. It is significant to keep the experienced parent and train the new ones and thus more families will be benefited, and it is suggested that teachers can participate more in the parent activities, with respect to teachers’ workload, to develop better understanding between teachers and parents.
- PTA may consider publishing a Parent newsletter more frequently to update the parents such as the latest parent education programs, the current affairs related to parents.
- Parents are helpful in different areas of subjects e.g. Chinese Culture Day, English Carnival, Love & Caring Day, Reading group, etc., the parent helper is a great and valuable human resource that we should appreciate and make good use of.

3 Our Learning and Teaching

Closer ties with motherland

- The Sichuan earthquake brought grief and ignited flames in our hearts. The tragedy in Sichuan has called upon the teachers, students and parents to show concern and extend their support. After making a donation to victims in the year of 2007-08, we explored the opportunities to contribute for the restoration works. With the help of the educators of the Faculty of Education of The University of Hong Kong and a group of voluntary engineers, educators and students from Hong Kong, our teachers, students and parents have participated in a learning programme as a part of the restoration project aimed to widen the pupils' life horizon through online distance learning.
- In August, pupils from Yuanjia Primary School in Sichuan, who were once victims of Earthquake, met our pupils the first time online, taking their first step to e-learning. Pupils from Yuanjia primary school shared about excitement of their new learning experience, and played games with our pupils.

Facility improvement

- Campus TV – In order to foster leadership, critical thinking, creativity and confidence through the use of modern technology, we are proud to initiate an early adoption of high-definition (HD) TV production technology into our school campus through setting up an HD Campus TV learning platform. Some zestful students will progressively undertake training by our teachers, and in the coming years, a substantial amount of educational TV programmes will be produced by our students.
- Video Conferencing Room and computer upgrade – Another notable project is our school's QEF project with the aim to enhance collaborative learning and international collaboration through creating an online interactive virtual classroom. The infrastructure that promotes multimedia and e-learning, and electronic platform that enables our students to collaborate and learn with the students from other countries and China.

4 Support for Student Development

Collaboration with EP (Educational Psychologist) to support EDB and gifted students

- Monthly EP visit
- Extended learning activity “成就盡展樂資優” for gifted students, and 70%+ participants agreed that the program was successful in enhancing their emotional control and social skills

Professional development workshop for teachers by EP on teaching students with learning difficulties and crisis management

- About 90% of participants agreed that the workshop was successful in facilitating them to cater to the learning needs of SEN students

Two parents talks on understanding and helping SEN children (those with special learning difficulties and gifted) and understanding children development

- Over 90% of participants agreed that the talks were successful in helping them develop children with talents

5 Student Performance

Inter-School Activities and Awards Won

Our students have participated in various inter-school activities during the year. Their performances were impressive and numerous awards were gained. A summary of the activities and awards is as follows:

中文

第一屆全港學生公開朗誦比賽2008

班別	姓名	項目	獎項
2C	蕭月婷	小學組粵語古詩	優良
2C	鍾展銘	小學組粵語古詩	
2C	何雅淇	小學組-P1 普通話新詩	

第二屆全港學生公開朗誦比賽

班別	姓名	項目	獎項
1C	陳漢釗	小學組P1-P2普通話-古詩	優異獎
		小學組P1-P2普通話-兒歌	優良
		小學組P1-P2英語-兒歌	優良
2C	鍾展銘	小學組P1-P2普通話-說故事	亞軍
		小學組P1-P2英語-說故事	優良

2008 年度香港學校朗誦挑戰盃

本校同學 5D 班張上上參加由北大附屬中小學遠程教育網舉辦的《2008 年度香港學校朗誦挑戰盃》，獲得普通話詩詞獨誦優良成績。

2008-2009 年度校際朗誦節

中文朗誦獲獎者：					
班別	姓名	名次	班別	姓名	名次
3B	李仲翹	冠軍	3D	辜慶麟	季軍
3D	梁懿行		4B	區靜霖	
3C	何珏妍	亞軍	4C	李天穎	
4D	郭宣彤		4D	李鎬言	
6B	張芷晴		6D	陳媛盈	
1C	陳漢釗	季軍	6D	譚樂敏	
2A	周曉樂		6D	黃曉語	
3A	鄭皓天				

北大附屬中小學遠程教育網朗誦比賽

本校同學 3D 班梁詠雯參加由北大附屬中小學遠程教育網舉辦的《亞太兒童朗誦節 2008》，獲得英文朗誦小學組冠軍。而梁同學在該教育網舉辦的《北大國際朗誦節 2008》，亦獲得了英文朗誦小學組亞軍及普通話朗誦小學組季軍，在《北大國際朗誦節 2009》則獲得英文朗誦小學組冠軍。

第六屆書叢榜

本校同學 3B 班盧思齊參加由香港教育專業人員協會及康樂及文化事務署合辦的《第六屆書叢榜 - 致故事人物的信比賽》，獲得初小組冠軍。

第十一屆全港中小學普通話演講比賽 2009

本校同學 6D 班李樂君參加由新市鎮文化教育協會主辦的《第十一屆全港中小學普通話演講比賽 2009》，獲得港島區高小組比賽良好獎狀。

第 33 屆全港青年中國古典詩詞朗誦比賽

本校同學 6B 班張芷晴參加由港島獅子會主辦的《第 33 屆全港青年中國古典詩詞朗誦比賽》，獲得優異獎。

英文

2008-2009 年度校際朗誦節

英文朗誦獲獎者：					
班別	姓名	名次	班別	姓名	名次
3C	黃怡	冠軍	2C	鍾展銘	季軍
3D	郭梓浩		2C	梁樂思	
2B	朱芷賢	亞軍	2D	霍盈蓓	
2B	馮穎琳		2D	丁芊蘅	
4C	蔡天蔚		3D	鍾灝林	
5A	郭海琳		3D	梁懿行	
5D	陳樂曦		4A	嚴穎	
5D	張上上		4B	區靜霖	
6D	陳媛盈	4B	王愷琳		
2A	許嘉茗	季軍	6D	李樂君	

數學

世界數學測試

本校同學參加由香港科技大學主辦的《世界數學測試(數學及解難分析)》，獲得令人鼓舞的成績，以下同學在數學科及解難分析科同時獲得優等評級。另外，本校於2008年度更獲得全港小學組解難分析科「最傑出表現學校獎」。

2007-2008

班別(2007/08)	姓名	班別(2007/08)	姓名
4C	李泓活	6C	李耀基
4C	謝鴻哲	6C	謝逸朗
4D	何舒懷	6D	雷卓熙
5D	孫樂恒	6F	李雋麒
5D	黃浩軒	6F	麥皓婷

2008-2009

班別	姓名	班別	姓名
4B	吳卓軒	5B	李泓活
4D	嚴慧琛	5B	溫芷晴
5A	何舒懷	5D	朱峻民
5A	李楠軒	5D	劉錦暉

2009年「世界數學測試」精英邀請賽(小學組)

班別	姓名	獎項	班別	姓名	獎項
5C	謝鴻哲	金獎	6D	黃浩軒	優異獎
5A	何舒懷	優異獎	6D	孫樂恒	
5B	李泓活				

香港解難奧林匹克

班別	姓名	獎項
3A	黃雅琳	冠軍
3B	盧思齊	銀獎
3D	鍾灝林	
5C	李柏希	
4D	嚴慧琛	銅獎

2008年香港校際盃珠心算比賽

班別	姓名	項目	獎項
4B	林子進	中級組	亞軍
4D	姚思朗	中級組	
2A	余柏熹	初級組	
3D	徐天就	中級組	季軍
2B	吳幸其	初級組	
2C	周穎筠	初級組	
2A	區駿	初級組	優異獎
2A	黃子浚	初級組	
2D	岑施澄	初級組	

珠心算能力測試

班別	姓名	珠算級別	成績
4B	林子進	4級	合格
3D	徐天就	6級	
2A	黃子浚	9級	
3D	謝沅宜	10級	

班別	姓名	心算級別	成績
4B	林子進	3級	合格
4D	姚思朗	3級	
3D	徐天就	3級	
2A	余柏熹	4級	
2A	黃子浚	9級	
2D	岑施澄	9級	
3D	謝沅宜	10級	

全港十八區(東區)小學數學比賽

本校同學5A班何舒懷、5B班曾兆朗及5D班劉錦嵩參加由香港數理教育學會舉辦的《全港十八區(東區)小學數學比賽》，獲得**全場總殿軍**，而5B班曾兆朗及5D班劉錦嵩更奪得**數學遊踪冠軍**。另外，5A班余衍禾、5B班馬卓睿及5C班謝鴻哲，亦獲得**一等獎**。

第十六屆香港小學數學奧林匹克比賽

班別	姓名	獎項	班別	姓名	獎項
5B	李泓活	金獎	5A	何舒懷	銀獎
5B	馬卓睿		5C	謝鴻哲	
6C	阮浩軒		6D	孫樂恒	
5A	余衍禾	銅獎			
6A	陳朗軒				

「華夏盃」全國小學數學奧林匹克邀請賽

本校參與《「華夏盃」全國小學數學奧林匹克邀請賽 2009 (香港賽區)》，獲得小三團體總成績第一名、小五團體總成績第七名及各級團體總成績第五名。另外，本校同學在賽事中表現出色，榮獲多個獎項。得獎同學名單如下：

班別	姓名	獎項	班別	姓名	獎項
3C	高永謙	特等獎	2B	布樂文	二等獎
3D	徐天就		2D	霍盈蓓	
3D	譚睿琛		2D	譚偉晞	
2C	鍾展銘	3B	盧思齊		
3B	黃健	4B	伍峻延		
3D	陳文浩	4D	何偉堯		
4B	郭文傑	5B	李泓活		
4B	林子進	6A	丘頌軒		
4B	吳卓軒	2B	仇俊宇	三等獎	
4D	嚴慧琛	2C	雷朗信		
5A	何舒懷	4C	鄭卓熙		
5B	馬卓睿	4C	蔡天蔚		
5C	謝鴻哲	5A	余衍禾		
6C	黃瑋諾	6A	李翰聰		
6C	阮浩軒	6C	杜梓維		
6D	孫樂恒				

「華夏盃」全國中小學數學奧林匹克決賽 2009

本校同學參加由香港數學奧林匹克協會舉辦的《「華夏盃」全國中小學數學奧林匹克決賽 2009》，並榮獲多個獎項。4A 班郭文傑更於總決賽奪得一等獎。決賽得獎同學名單如下：

班別	姓名	獎項	班別	姓名	獎項
3D	譚睿琛	狀元獎	4A	郭文傑	二等獎
2C	鍾展銘	一等獎	2A	黃子浚	三等獎
3D	陳適之		4C	鄭卓熙	
3D	徐天就				

2009 港澳數學奧林匹克公開賽 - 港澳盃

班別	姓名	獎項	班別	姓名	獎項
2D	譚偉晞	金獎	3B	李子熙	銅獎
2D	翁嘉禧		3B	黃健	
3D	陳適之		4B	郭文傑	
4B	吳卓軒		4C	陳逸芝	
4B	伍峻延		4C	何卓軒	
4D	梁穎鋒		5A	何舒懷	
6C	阮浩軒		3A	曾浩峰	優異獎
6D	孫樂恒		3A	黃雅琳	
2A	黃子浚		3B	梁思捷	
2B	林樂言	3B	盧思齊		
2D	林瑋樂	3C	謝宗熹		
4D	鍾嘉銘	3C	黃以靜		
4D	鄺芷晴	3D	鍾灝林		
5B	馬卓睿	4B	何俊霖		
2D	丁芊蘅	銅獎	5A	余衍禾	
3B	林子仲		6A	丘頌軒	

2009 年亞太小學數學奧林匹克競賽

本校同學 6D 班孫樂恒參加由新加坡國際學校舉辦的《2009 年亞太小學數學奧林匹克競賽》，獲得金獎。

第五屆香港小學數學創意解難比賽初賽

班別	姓名	獎項
6A	陳朗軒	金獎
6A	丘頌軒	
6C	阮浩軒	
6D	孫樂恒	

常識

無線網上問答比賽

本校同學較早前參加由香港大學電機電子工程學系舉辦的《無線網上問答比賽》，榮獲以下優良成績。另外，本校亦獲得全場總季軍。

班別	姓名	項目	獎項
5A	李楠軒	第一回合比賽：馬術常識問題	冠軍
6D	譚樂敏	第二回合比賽：奧運常識問題	亞軍
5A	何舒懷	第一回合比賽：馬術常識問題	季軍
6C	邱凱晴	第三回合比賽：香港大學常識問題	

時事通識問答比賽

本校同學參加明報通識網舉辦的《08/09 時事通識問答比賽》，於第一至第九回合均獲得「全港最積極參與學校獎」及「全港累積分數最高學校獎」。此外，以下同學在部份回合中表現優異，奪得了「全港最佳成績學生獎」：

班別	姓名	回合
3B	盧思齊	1、5、6、9
4C	陳逸芝	2、3

香港青少年科技創新大賽 08-09

本校同學 4D 班劉曦詠及 3D 班劉展鳴參加由香港新一代文化協會主辦的《香港青少年科技創新大賽 08-09》，其作品"防撞頭背泳鏡"獲得小學組（科技創新成果）二等獎。

「走上天文之路」網上問答比賽

本校同學 1D 班鄭心悅參加由香港學校網絡主辦的《「走上天文之路」網上問答比賽》，獲得全港優異獎。

第七屆 I-CUBE 校際智能爭霸戰（總決賽）

本校同學參加由全方教育有限公司主辦的《第七屆 I-CUBE 校際智能爭霸戰（總決賽）》，獲得十大傑出學校大獎。學生代表名單如下：

班別	姓名
1D	勞朗軒
2D	霍盈蓓
3A	黃雅琳
4B	吳卓軒
5A	何舒懷
6A	陳朗軒

音樂**第六十一屆香港學校音樂節**

班別	姓名	項目	成績
1D	譚嘉程	一級鋼琴獨奏	冠軍
3A	黃雅琳	五級鋼琴獨奏	
3C	梁君鴻	三級鋼琴獨奏	
3C	吳宇乾	三級鋼琴獨奏	
4B	黃卓男	五級鋼琴獨奏	
4D	梁芯兒	六級鋼琴獨奏	
6B	石穎靈	五級鋼琴獨奏	
1B	陳芷妮	二級小提琴獨奏	亞軍
2C	何雅淇	二級鋼琴獨奏	
3A	梁皓渭	三級小提琴獨奏	
4D	林樂妍	四級鋼琴獨奏	
5A	郭海琳	小學高級組長笛獨奏	
5A	余衍禾	五級鋼琴獨奏	
5B	尹灝晴	四級鋼琴獨奏	
5C	鄔蔓虹	三級鋼琴獨奏	
5D	何采瑋	小學高級組單簧管獨奏	季軍
6C	李巧臨	11歲或以下女聲獨唱	
1C	李傲然	一級小提琴獨奏	
2A	麥皓鈞	二級鋼琴獨奏	
3A	梁皓心	四級鋼琴獨奏	
3C	劉敬晞	二級鋼琴獨奏	
3C	羅國恩	三級鋼琴獨奏	
3D	劉熙林	五級小提琴獨奏	
6B	何睿嘉	琵琶獨奏 - 中級組	
6C	馮康華	中級組鋼琴獨奏 (中國作曲家)	

亞洲青少年音樂比賽

本校同學 3C 班樊文瀚榮獲《第四屆 TOYAMA 亞洲青少年音樂比賽(香港區)》巴赫初級組二等榮譽獎。

傑出青少年音樂家大獎 2008

本校同學 5A 班郭海琳參加《傑出青少年音樂家大獎 2008》比賽，榮獲七級鋼琴卓越獎及五級長笛優異獎。

體育

2007/08 年度 sportACT 獎勵計劃

班別	姓名	獎項
5C	朱峻民	金獎
5D	何卓賢	
6C	容朗程	
5A	余衍禾	銅獎
5B	麥瑋俊	
5C	老煒鈞	

屈臣氏集團香港學生運動員獎

本校提名學生參加《屈臣氏集團香港學生運動員獎》，經屈臣氏集團籌委會審核後，5C 班張婧怡獲頒屈臣氏集團香港學生運動員獎(2008-2009)。

2008-09 年度香港學界體育聯會港島東區小學分會周年頒獎典禮

繼雙月通告 12/2008 公佈獎項，本校同學 4C 班張証皓獲香港學界體育聯會港島東區小學分會選為優秀乒乓球員。

2008-2009 年度港島東區小學校際田徑比賽

本校同學參加上述比賽，獲得了優異成績：

班別	姓名	項目	名次
6C	梁浩藍	男子甲組 200 米	季軍
4B	麥善衡	男子乙組 60 米	殿軍
5C	張書洛	男子乙組 100 米	殿軍

第九屆全港兒童細運會

本校同學 3C 班饒朗天參加由華人運動員協會主辦的《第九屆全港兒童細運會》，獲得 D 組 60 米亞軍及 D 組 100 米季軍，而 4B 班麥善衡則獲得 B 組 60 米季軍。

聖保羅男女中學附屬小學主辦的友校接力邀請賽

班別	姓名	成績
6C	梁浩藍	男子組季軍
6D	鄭家皓	
6D	張皓天	
6D	莫穎謙	
5C	張婧怡	女子組殿軍
6A	黃曉恩	
6B	石穎靈	
6D	蔡盈惠	

2008-2009 年度港島東區小學校際游泳比賽

本校同學參加香港學界體育聯會舉辦的《2008-2009 年度港島東區小學校際游泳比賽》，表現優異，獲得**男子乙組團體季軍**及以下優異的成績：

班別	姓名	項目	名次
5A	余衍禾	男子乙組 50 米蛙泳	冠軍
4B	吳卓軒	男子乙組 4 x 50 米自由泳接力	亞軍
4B	黃卓男		
5A	余衍禾		
5D	梁諾軒		
6D	黃尚甯	男子甲組 50 米背泳	季軍

2008-2009 年度港島東區小學校際足球比賽

本校足球隊參加香港學界體育聯會舉辦的《2008-2009 年度港島東區小學校際足球比賽》獲得**男子組殿軍**。除此之外，6D 班鄭家皓獲選為**優秀守門員**，6C 班莊文軒亦獲選為**優秀防守球員**及 4C 班李睿翹獲選為**優秀進攻球員**。本校足球隊隊員名單如下：

班別	姓名	班別	姓名
3A	龔尚遠	5A	余衍禾
3C	Stewart Jacob Harry	5B	梁永耀
4A	鄭行	5B	謝柏朗
4C	蔡賢達	5D	李恆朗
4C	方舜諾	6C	莊文軒
4C	李睿翹	6D	鄭家皓
4C	曾永鍵	6D	莫穎謙
4C	黃浩然		

香港網球總會比賽

班別	姓名	比賽	名次
2B	劉逸希	全港青少年網球新秀賽（第一賽站）	男子八歲或以下 單打組別 冠軍
		香港網球總會/Prince - 小學小型網球分區校際賽	香港區男子九歲 單打組別 冠軍
		香港網球總會/Prince - 全港小型網球校際週年錦標賽	男子九歲 單打組別 季軍
2B	鍾卓泓	香港網球總會/Prince - 小學小型網球分區校際賽	香港區男子八歲 單打組別 冠軍

小型網球賽 2008

本校 2B 班劉逸希及 4C 班李睿翹參加由香港網球總會舉辦的《香港網球總會小型網球賽 2008（賽事 3）》，分別獲得男子 8 歲或以下組別亞軍及男子 9 歲或以下組別亞軍。

2008-2009 年度港島東區小學校際乒乓球比賽

本校乒乓球校隊參加由香港學界體育聯會港島東區小學分會主辦的《2008-09 年度港島東區校際乒乓球比賽》，獲得男子乙組團體**季軍**。隊員名單如下：

班別	姓名	班別	姓名
4A	Southall Michael Mark	4C	張証皓
4B	伍峻延	5C	謝鴻哲
4B	吳卓軒		

乒乓球比賽

本校同學 5C 班張婧怡參加由康樂及文化事務署舉辦之乒乓球比賽，取得以下佳績：

項目	獎項
2008 觀塘區分齡乒乓球比賽	女子單打 J 組 冠軍
元朗區乒乓球公開賽	女子單打 FG 組 冠軍
第五十一屆體育節油尖旺區分齡青少年乒乓球比賽	女子單打 亞軍

乒乓球章別獎勵計劃

本校同學 5C 班張婧怡參加由恆生乒乓球學院舉辦之《乒乓球章別獎勵計劃》，在章別試取得合格並獲頒**金章**。

08/09 小學學界非撞式及帶式攬球錦標賽（下學期）

本校攬球校隊參加由香港非撞式攬球總會主辦的《08/09 小學學界非撞式及帶式攬球錦標賽（下學期）》，獲得男子乙組**殿軍**及女子乙組**殿軍**。

DeA Fun Day Touch/Tag Tournament

本校攬球校隊參加由第一猛虎攬球會主辦的《DeA Fun Day Touch/Tag Tournament》，獲得十二歲以下組別**季軍**及**殿軍**。

2009 年度青少年草地滾球新秀賽

本校同學 6D 班張皓天參加由香港草地滾球總會舉辦的《2009 年度青少年草地滾球新秀賽》，獲得**第四名**及獲選加入「**香港青少年發展隊**」。

南區草地滾球推廣日暨聯校比賽

本校同學 6B 班黃智琛、6D 班張皓天及 6D 班關子謙參加由香港草地滾球總會及康樂及文化事務署合辦的《南區草地滾球推廣日暨聯校比賽》，獲得聯校比賽團體**第五名**。

第四屆嶺南盃兒童及青少年跆拳道套拳或搏擊邀請賽

本校同學 2C 班何雅淇參加由國際跆拳道香港總會舉辦的《第四屆嶺南盃兒童及青少年跆拳道套拳或搏擊邀請賽》，獲得**冠軍**。

啟勝盃跆拳道邀請賽 2009

本校同學 3A 班李若蘅參加由香港跆拳道國藝會舉辦的《啟勝盃跆拳道邀請賽 2009》，獲得套拳**冠軍**。此外，李同學亦獲該會選為**最佳學員**。

小型曲棍球比賽

本校同學 3C 班謝宗熹參加由 Valley RFC 舉辦的小型曲棍球比賽，獲得「**最佳球員獎**」。

2008-2009 年度聖誕跳繩嘉年華

班別	姓名	項目	名次
4D	梁穎鋒	一分鐘交叉跳	冠軍
5D	邵君凱	一分鐘兩下繞手跳	
6A	阮穎儒	三十秒速度跳	
6A	阮穎儒	一分鐘後開合跳	
6D	林梓諾	一分鐘提膝交叉跳	
5C	梁安盈	三十秒二重跳	季軍
6A	蘇煥琳	一分鐘後單腳跳	

全港小學校際體操比賽 2008-2009

班別	姓名	項目
2A	侯焯嵐	女子新秀組自由體操
3D	陳適之	
4C	李天穎	
2A	何捷思	男子新秀組自由體操
4D	梁穎鋒	男子初級組跳箱
5C	張書洛	男子新秀組跳箱及自由體操

視覺藝術

機電安全香港通 2008 繪畫比賽

本校同學 5D 班陳卓堯參加機電工程署舉辦的《機電安全香港通 2008 繪畫比賽》，獲得**高級組優異獎**。

愛心湯罐標貼設計比賽

本校同學 6D 班陳媛盈參加金寶湯亞洲有限公司及小海白創作室舉辦的《愛心湯罐標貼設計比賽》，其設計獲選為高級組優秀作品。另外 5B 班李翱然、5D 班陳卓堯、6B 班黃珮詩及 6D 班譚樂敏的設計亦獲選為**高級組入圍作品**。

徐悲鴻盃青少年兒童美術比賽

本校同學 3C 班文樂衡參加中國人民大學徐悲鴻藝術研究院與香港金聲藝術協會聯合舉辦的《徐悲鴻盃青少年兒童美術比賽》，榮獲第二屆徐悲鴻盃香港賽區初小組**優異獎**。

校園藝術大使計劃

本校同學 5C 班張婧怡參加由香港藝術發展局舉辦的《校園藝術大使計劃》，獲選為本校的**校園藝術大使**，表揚她在參與及推動校園藝術方面有出色表現。

2008 國際環境衛生年美術設計創作比賽

本校同學 1A 班鄧海陶參加由香港保良局主辦的《2008 國際環境衛生年美術設計創作比賽》，獲得校內賽組別 2 之**優異獎**。

美術設計創作比賽

本校同學 3C 班鄧海盈參加由香港保良局主辦的《2007 國際海豚年美術設計創作比賽》，榮獲校內賽初級組**冠軍**及香港賽組別 2 之**三等獎**。此外，她在香港氣象學會主辦的《「2050 的天空-氣候轉變與我們的未來」繪畫比賽》中，也獲得小學初級組**優異獎**。

全港青年學藝比賽 - 繪畫比賽

本校同學 6B 班邵善瑛參加由觀塘扶輪社主辦的《全港青年學藝比賽 - 繪畫比賽》，獲得**優異獎**。

話劇

香港小沙翁大匯演

本校同學 5B 班 Stewart Lucas James、5C 班譚詩翰、6B 班程雅穎、6B 班黃妍惠及 6C 班李巧臨，於 2008 年 10 月 5 日在葵青劇院參加由香港小沙翁所舉辦的大匯演，劇名為「馴悍記」，表現精彩。

2008 至 2009 年度香港學校戲劇節

林澤群老師及 Mrs. Ada Robinson 創作及合寫本校戲劇組參演之話劇「二手玩具反斗城」，於本年度之學校戲劇節小學級別廣東話組，獲得**傑出劇本獎**及**傑出舞台效果獎**；同時，本校同學 5A 班李楠軒獲得**傑出男演員獎**。

其他東區學校模範生/進步生獎勵計劃

2007-2008

班別	姓名	當選組別
3D	鍾灝林	東區學校模範生獎
5A	郭海琳	
3A	廖玥婷	東區學校進步生獎
5C	譚詩翰	
6B	張駿奕	

2008-2009

班別	姓名	當選組別
2C	余悅怡	東區學校模範生獎
3A	黃雅琳	
4C	勞方正	
5D	邵君凱	
6A	陳樂昕	
2A	江惠霖	東區學校進步生獎
3A	謝倬玲	
4D	葉澤生	
5A	林頌欣	
6A	葉瑞綸	

中國傑出學生（香港）選舉

得獎組別	班別	姓名	得獎組別	班別	姓名
小一組	1D	黃詩晴	小三組	3B	盧思齊
小二組	2D	霍盈蓓		3C	樊文瀚
	2A	周曉樂		3D	陳適之
	2C	鍾展銘	小六組	6D	黃曉語

百名傑出禁毒大使

本校同學 5B 班李翱然參加由傑出青年協會舉辦的《傑青禁毒大使計劃》，獲評審團選入百名傑出禁毒大使，以宣揚禁毒訊息。

花卉及植物展品比賽

本校同學 2C 班陳灝宏參加由康樂及文化事務署舉辦的《二〇〇九年香港花卉展覽 - 花卉及植物展品比賽》，獲得學童插花藝術組**優異獎狀**。

第六屆香港兒童棋院盃圍棋公開賽

本校同學 1B 班梁展熙及 1C 班吳旻釗參加由香港兒童棋院舉辦的《第六屆香港兒童棋院盃圍棋公開賽》，分別獲得**第一名及第三名**。

第二屆 Oromedia Cup 國際業餘圍棋邀請賽

本校同學 1C 班吳旻釗參加由妙手圍棋院主辦的《第二屆 Oromedia Cup 國際業餘圍棋邀請賽》，獲得男子個人賽兒童組**殿軍**。

聯校英語廣播劇比賽

本校同學參加由聰穎教育有限公司主辦的《聯校英語廣播劇比賽》，獲得**最受歡迎演出獎**。演出學生名單如下：

班別	姓名
5A	陳衍汶
	何舒懷
	郭海琳
	李楠軒
	王焯彤

最傑出知識探究大獎 - 校際大獎

本校同學 5A 班何舒懷、李楠軒及 6C 班陳子喬於 5 月份代表學校參加由香港大學教育學院資訊科技中心舉辦的《知識建構 學生獎勵計劃》，榮獲**最傑出知識探究大獎 - 校際大獎**。大會評審團根據同學在比賽當天的匯報內容、學生提交的反思日誌及筆記，選出 4 間表現最優秀的學校頒授此項大獎。獲獎同學會代表香港出席在西班牙的舉行的知識建構交流團，而本校是參賽學校中唯一獲此項殊榮的小學。

6 Financial Summary (Appendix 1)

7 Feedback on Future Planning

We will follow up the above issues and continue to implement the school development plan (2007 – 2010) in the year of 2009-10 to further enhance the teaching and learning effectiveness, as well as student development. The major concerns of our school in 2009-10 are as follow:

1. To optimize the quality of school curriculum

Objectives	Strategies
Advance the school-based curriculum	<ul style="list-style-type: none"> - Further Implement bridging strategies to interface the primary school and college. - Help students to develop international perspectives, wide horizons and broad knowledge through incorporating China and international learning experiences into the curriculum.
Catering Learner Diversity	<ul style="list-style-type: none"> - Further develop and refine the school-based gifted programmes to cater for the gifted children in different needs.

2. To enhance the learning community

Objectives	Strategies
Teachers <ul style="list-style-type: none"> • Equip teachers with effective strategies to support the school-based curriculum and support for student development • Broaden the scope of teachers. 	<ul style="list-style-type: none"> - Provide opportunities for teachers to participate in local and overseas seminars, workshops and exchange programmes to enhance professional exchange and widen their horizons. - Encourage teachers to carry out action research.
Students <ul style="list-style-type: none"> • Enhance students' responsibility and social responsibility • Develop students' sense of love and care for others. • Develop students as responsible learners. 	<ul style="list-style-type: none"> - Further build up students' responsibility through leadership training. - Provide service opportunities outside Hong Kong.
Parents <ul style="list-style-type: none"> • Further strengthen the collaboration with parents to develop effective parenting. 	<ul style="list-style-type: none"> - Involve parents in life education programmes.